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ROUND TABLE

CHILDREN AND THE WAR

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A Radio Discussion by

- MARTHA ELIOT
- DANIEL PRESCOTT
- T. V. SMITH

431st BROADCAST IN COOPERATION WITH THE NATIONAL BROADCASTING COMPANY • 219

MAY 24, 1942

THE UNIVERSITY OF CHICAGO

ROUND TABLE

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NOTE

The supplementary information contained in the footnotes to the following text, developed by staff research, is not to be considered [redacted] resenting the opinions of the ROUND TABLE *speakers. Follo[redacted] transcript of the broadcast are questions which readers ma[redacted] use for analysis and discussion. It is hoped that teachers and discussion leaders may find this additional service of the* ROUND TABL[redacted] *script helpful in their study of the subject discussed in the broadcast.*

CHILDREN AND THE WAR

A UNIVERSITY OF CHICAGO ROUND TABLE BROADCAST*

MARTHA ELIOT, Associate Director, Children's Bureau, United States Department of Labor

DANIEL PRESCOTT, Department of Education, University of Chicago

T. V. SMITH, Department of Philosophy, University of Chicago

* A radio discussion broadcast from the University of Chicago, over stations of the National Broadcasting Company, Sunday, May 24, 1942, at 1:30 P.M., Central War Time.

The ROUND TABLE, oldest educational program continuously on the air, is broadcast entirely without a script, although participants meet in advance, prepare a topical outline, and exchange data and views. Subjects are chosen because of their social, political, or economic significance. The program has no "ax to grind." In the selection of speakers, the effort is to provide a balanced discussion by participants who have special competence and knowledge. The opinion of each speaker is his own and in no way involves the responsibility of either the University of Chicago or the National Broadcasting Company.

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CHILDREN AND THE WAR

MR. SMITH: It is becoming clear to us American parents, as it has become clear to parents throughout the world, that we cannot keep our children out of the war. The question is: Shall we protect them as much as possible, or shall we draw them into participation as much as possible?

MR. PRESCOTT: Men are drawn in as participants. They are registered up to the age of sixty-five and soon will be registered down to the age of eighteen.[1]

MISS ELIOT: That applies to women too. Not only are women being drawn into war production now but actually some of them are going into the Army, and even in their homes women have an increasing responsibility for children, for sugar rationing, and for other things.

MR. SMITH: How shall we concede participation in the war by children so as to save childhood as much as possible and help the war as much as possible?

As the representative of the Children's Bureau, Miss Eliot, I treat you as the universal mother. I'm Johnny.

JOHNNY: *Mommie, can I go to the movies and see the Marines?*

MOTHER: *It's such a nice day out, Johnny; don't you think you should play?*

JOHNNY: *I want to go to the movies and see the Marines!*

MOTHER: *The Marines? What on earth are you talking about?*

JOHNNY: *Well, they got a picture, Mommie, all about Marines and lots of guns and airplanes too. It's a swell WAR movie.*

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[1] *On June 30, 1942, every male resident of the United States, Alaska, Hawaii, and Puerto Rico who will attain the age of eighteen or nineteen before June 30, or who has become twenty years old since December 31, 1941, will register with the Selective Service.*

MOTHER: *Johnny, you'll see no such movies! You're too young to see brutal things about war!*

MR. PRESCOTT: Now, if you were a wise mother, you wouldn't try to shield your boy from learning about war. Of course, the particular movie he wanted to see may have been too exciting for such a little fellow; but, actually, children need to learn the facts about war, especially if they're going to be participants in this great national effort.

JOHNNY: *Z-Z-Z-Z-Z-Z—BOOM!*

FATHER: *Son, do you have to make all that noise?*

JOHNNY: *BZ-Z-Z-Z-Z—I'm a bomber.*

FATHER: *You're a* what?

JOHNNY: *I'm a bomber, Pops! I'm bombing Japs! See 'em through this secret bombsight? Click! There she goes—BOOM!*

FATHER: *Now look here, young man, I don't want you playing war games. They're not good for you.*

MISS ELIOT: Now, if you were a wise father, you'd let Johnny play all the war games he wants to. Don't you know that playing war games gives Johnny a chance to express his own anxieties and his fears? It's really a safety valve for many children.

JOHNNY: *Mama!*

MOTHER: *Yes?*

JOHNNY: *Do the Germans want to kill us?*

MOTHER: *Well, the German soldiers are fighting our soldiers, Johnny.*

JOHNNY: *Do I have to hate Freddie Schmidt?*

MOTHER: *You mean the little boy across the street? Why, of course not!*

JOHNNY: *Well, the other kids say he's a German and that I should hate him. But he's got a swell baseball bat!*

MOTHER: *Oh, but Freddie Schmidt is an American, Johnny. His father came to this country from Germany, but Freddie is an American. Why, he was born here.*

JOHNNY: *Well, I guess I'll just hate the Germans in Germany and the Japs in Japan, then.*

MR. PRESCOTT: I'm afraid that Johnny is off on the wrong foot. He has a bit of a wrong slant on what this war is all about. It is natural to

hate the people who are bombing our boats and shooting at our fathers, but if our children and youth are to meet the tasks of peace effectively, then they must learn what the war is all about and deal with the issues rationally rather than on the basis of hate.

MR. SMITH: I'll defend my Johnny. What is natural to be done, in some way or other, gets done—if not directly then indirectly. I don't myself see how we can fight the war in a good Christian spirit, and I don't see how we can expect our children not to be drawn into the actual emotions that go with war. So, I think on the whole we'd better not discourage the business of hate too much; we'd better let them hate while the hating is good, so they won't take it out when the hating can do only harm.

MR. PRESCOTT: But people who feel unpleasant emotions once the cause for those unpleasant emotions is removed like to go back to the old life. We saw that after the first World War, when the hates that had been built up merely meant the people wanted to turn away from taking part in the problems of the peace.

MR. SMITH: I think that what happened after the first World War was due largely to the fact that so many of us didn't get very close to the war. We were indifferent, and we came back to isolationism. Let us be warned against that. And let us be warned, also, against a hate that carries over beyond the war and poisons every prospect of peace.

But I hold that the exercise of the normal malevolences toward the enemy on the part of children, as of adults, is the way and the time to get it out; so that when the war is over we can do as civilians what the soldiers always do. They are much less vindictive and more magnanimous, as Grant himself indicated, than are the civilians who stayed at home, with pent-up energies.

MR. PRESCOTT: Children are in this war, and I realize that we can't keep them from feeling emotions of anger and fear and hate; but I'm anxious that they should also really know how it came to be—why we had to fight this war. And I believe that children, even down to the second or third grade, can understand that people should live by rules—rules that have concern for everybody's welfare and that employ fairness in settling disputes between individuals.

MR. SMITH: I'm in sympathy with that, and I suspect that our colleague from the Children's Bureau has been a little shocked by all this talk of hate; but, now that we're talking about rules for civilized men, it's different.

MISS ELIOT: We need rules in the home, we need rules for managing our state and our country, and we need international rules. That's part of the difficulty today. We don't have those international rules. Children certainly need to understand that sort of thing.

MR. SMITH: The University of Chicago ROUND TABLE has discussed men and the war and the family and the war,[2] and, in dealing today with "Children and the War," I think we've just put our finger upon the most significant point. I don't disagree with you, Prescott. The real part children can play is in being treated in such fashion now that they can build a better world after the war. That's what you're saying.

MR. PRESCOTT: That means that all the tasks that we assign to children and all the opportunities we give them for participating must be undertaken in the true democratic spirit.

MISS ELIOT: I think it's very important, when we encourage children to participate in the war effort, that we make certain that we protect them from hazards as well as that we allow them to participate in the positive side of the program that we plan for them. If we don't protect them from the hazards of this situation, we will be going back years in the work that we have been doing for children.

I refer, of course, to such things as the program that many people are advocating of sending children to the farms this summer. That program is good, provided we protect the children and provided we see that they live under good conditions.

MR. PRESCOTT: You're suggesting that the things that we let children do, or encourage them to do, should be appropriate to their age and development and capacities.

MISS ELIOT: Yes. For instance, children who are sixteen or seventeen years of age may well assist with this farm work. Recently, when I was on the West Coast, there was a great deal of talk about recruiting children in the schools to help on the farms, to pick the fruit in Oregon and in California. Now, is that suitable work for younger children? If it's suitable for children sixteen to seventeen years of age, is it suitable for children ten or eleven years old?

MR. SMITH: We do have to distinguish between age groups in deter-

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[2] *See the University of Chicago* ROUND TABLE *transcripts on "Women, Work, and the War," "Wanted: 30,000,000 Men," and "War and the Family," listed on page 29.*

mining how children may participate, but there's one way all of them can participate, that you've been indicating. In the home, in the schools, and in all the decisions in which they can participate they can learn the habits of democratic consultation and consideration. And unless we can make democracy "democ" where the child knows it, how is he going to make democracy "democ" in a world beyond the war?

MR. PRESCOTT: I'm sure that he won't be able to. In this, actual habits are involved. Those habits seem to me to be involved whenever a person's interest or welfare is concerned—in the decisions that determine policies. If a child is going to participate in an air-raid drill or in the collection of scrap, it seems to me that he should have a chance to participate in making the plans.

MR. SMITH: When we say that we're fighting this war for our children, and there's a deep sense in which that is true, what we mean is that we must see that through their efforts in the future a better world is made than we have been able to create, where there will be international rules.

MISS ELIOT: That's right. I am sure that we must look forward to the time after this war; and we must help our children to see that we are not encouraging them to participate in the war just for the sake of the war but for what is coming afterward.

MR. SMITH: They are the carriers of our hopes, and that's the reason I don't want to shield them against even such malevolent emotions as hate. I want to get this out while we're at it, so that when the war is over we will have a generation that has participated in it emotionally and can deal with the problems of peace. But more specifically, Prescott, why don't you list some positive "Do's" for us parents? You've written an essay, which is going to be included in the transcript of this discussion, "How To Adjust Your Children to Wartime." Tell us some of the "Do's."

MR. PRESCOTT: I think we should help our children to find out the real facts about the war. Help our children to take active parts in various programs, such as buying war stamps, avoiding waste, collecting scrap, making model airplanes, and things of that sort.

There are a few "Don't's," but especially we should not be upset if the child really takes an interest in this war. That is, if he plays war games, that's only a natural way of working off his tensions.

MR. SMITH: We've been discussing the contribution which the child, through his participation, at each age group, may make to the world after the war. Now I think we ought to discuss what we owe our children dur-

ing the war, in such fashion that we will not paralyze the contribution they can make after the war.

And I propose that we discuss first the physical hazards from which we must protect children, if possible; and then that we discuss the psychological care of children.

MISS ELIOT: I'm glad that you have brought up those questions, because I think it's exceedingly important that we think about how we should maintain our health and social services for children even during this war. Obviously one of the greatest hazards that presents itself in the lives of children is related to the great movements of people, the shifts in population, that are taking place, from the rural areas into the big cities and from cities into the boom towns.

MR. SMITH: Wherever they go, children still have to be born.

MISS ELIOT: Yes, that's right. And I must say I have seen conditions in certain of these boom towns in which I really wouldn't want children to be born—in these trailer camps that are in existence now in so many parts of our country.

MR. SMITH: No hospitals?

MISS ELIOT: Hospitals! Why some of the boom towns are in *counties* where there isn't even a hospital; where the number of doctors in the county is too limited to have taken care of the people who lived there before.

MR. SMITH: We're shifting our population here as much as we're shifting the Japanese population, with great hazards to childhood from birth on.

MR. PRESCOTT: And, when they shift, there are not the community services available to care for them physically, socially, and psychologically. Is anything being done to help this?

MISS ELIOT: The states are making every possible effort to see that some of these health and social needs are met in these new communities, but the state funds are pretty limited. They are attempting to provide better maternity care. One of the things that they are trying to do (and there's a specific project out in the state of Washington) is to provide maternity care for the wives of servicemen. Now, *there's* a big job ahead of us, and one that is important in the field of maternity care.

The states are also trying their best to do what they can about providing more public health nurses, because when you have one of these trailer camps, where there's no play space for children and very little accommodation for any of the regular needs of people, public health nurses are needed more than ever.

MR. PRESCOTT: Children not only need to be well born and cared for while they're infants, but this care should extend right up through the school years. It's a bit disconcerting that so many of our young people are rejected for the draft on physical grounds, when during the three or four or five years just preceding that they had had physical examinations, so called, in the high schools or colleges.

MISS ELIOT: You may *call* them physical examinations, but many of them, as I think you know well, are just what I would call "medical inspections." There isn't any question but that we need to develop much more adequate medical services in schools. But in connection with the war, I'm interested in seeing that children of high-school age get better medical care.

MR. PRESCOTT: I would like to suggest that these physical examinations need to be more diagnostic; that specific physical difficulties need to be pointed out. I would also like to make the point that a follow-up needs to be provided and a better relationship between school and home built up to facilitate it.

MR. SMITH: While you're doing all this, there are fewer doctors and fewer nurses with which to do it.

MISS ELIOT: That's the very thing I wanted to emphasize.

MR. SMITH: What are we doing about that?

MISS ELIOT: As you all know, the Army is taking thousands of doctors.

MR. SMITH: And we can't complain about that.

MISS ELIOT: No, we want the Army to have good doctors; but, after all, we want our civilians to be well cared for also. And the problem there is one of distribution.

MR. SMITH: Is anybody arranging the distribution so as to take account of the sacredness of childhood and the hopes of the future?

MISS ELIOT: Well, the Procurement Assignment Service in Washington has that as one of its jobs. It's a big job, being an autocrat and deciding which doctors are going to be taken from a given town and sent to the Army or which doctors are going to be taken from a town and sent to another town so that they can care for the children.

MR. SMITH: Since the only hope we really have for a better world lies with our children and the treatment we give them now, and since health is absolutely imperative, shouldn't a doctor who is assigned to a

community to care for the mothers and children be rewarded with the insignia of distinguished public service as much as one who serves in the Army?

MISS ELIOT: I think that's a very good point, because so many doctors are reluctant about being transferred to another community if there is no such recognition of the real service he is performing.

MR. SMITH: Sounds as if the doctor is almost human, doesn't it?

MR. PRESCOTT: Yes. And parents are almost human, too. I want to provide some way to reward the parents who will follow up on the needs of their children by seeing to it that they get adequate medical attention.

MR. SMITH: Especially the mothers themselves, with the fathers away from home, for

The bravest battle that ever was fought;
Shall I tell you where and when?
On the maps of the world you'll find it not;
It was fought by the mothers of men.[3]

MISS ELIOT: You may be interested to know that last March a commission on children in wartime met in Washington, and, after reviewing these facts we've been discussing today, and many other things, it came to the conclusion that there should be increased federal funds to help the states in these matters. They recommended an amendment to the Social Security Act to provide more federal funds, to be matched to a certain extent certainly by state funds, to help out on this problem.

MR. SMITH: I'm glad that neither of you, who have felt the pressure of this at different points, is in a quarrelsome mood toward the doctors or toward the states or toward the local communities. Let it be said that we have here a problem with reference to the future of the world in the health of our children today that we dare not let one another forget—all the way from governmental officials to the mothers themselves.

MR. PRESCOTT: It belongs to the world of statesmanship.

MR. SMITH: There are other problems besides health that face these carriers of our principles for a new world.

MR. PRESCOTT: Yes, children need psychological care as much as they need physical care. Experience in England has shown that association with jittery adults is a greater hazard for children than bombs.

MR. SMITH: Miss Eliot has recently been to England, and not on a pleasure trip, I judge.

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[3] *From "The Greatest Battle" by C. H. Miller.*

official mission for the government, and I spent five weeks in London and other parts of the country.

MR. SMITH: To investigate the problem of children in wartime?

MISS ELIOT: Yes. To see what was happening to children, to attempt to evaluate it, and to see what lessons British experience held for us in this country.

MR. PRESCOTT: How did the children stand up against bombing?

MISS ELIOT: The stories that I heard when I was there (and I've kept hearing them ever since I came back) indicated that the children stood up extraordinarily well, but the children who really stood up best under bombing were the children whose parents stood up well under bombing. I'm sure the authorities in England are quite clear about that today.

Parents are beginning more and more to understand over there (and in this country, too) that it's their attitude that counts in the lives of their children.

MR. SMITH: Then what we need to say to parents is, "Don't be worried about your children; be worried about yourselves," or, rather, "*Don't be worried about yourselves!*"

MISS ELIOT: "Make plans for yourself and for your children, and your children will come out all right."

MR. SMITH: There really is nothing to fear much except fear itself. I've read somewhere that, even in the horrible blitz of London, less than one-fourth of 1 per cent of the people were killed. It's what imagination does to people that terrifies them. If we realize that by keeping calm ourselves we keep our children calm and that by keeping calm we win the war, isn't that worth while?

MR. PRESCOTT: You aren't really telling us that if there is danger of bombing, we shouldn't be frightened and shouldn't take precautions, are you?

MR. SMITH: I think we ought to take every possible precaution, but the truth is that we are much more concerned in this country now and in any foreseeable future with the reports of the war rather than with bombing and having parents not get their children worried by worrying themselves over the war.

MISS ELIOT: I know, but you can't help being frightened under certain circumstances; and we must just accept that and then go ahead.

thing.

MR. PRESCOTT: There's nothing to be ashamed of in being afraid, and we shouldn't tease children if they show that they're afraid. On the other hand, there is a great difference between being afraid at the moment when danger is present, or being anxious enough to take precautions, and being chronic worriers, ready to jump at every little sound.

MR. SMITH: I think the wisest statement we can make is that there really is not much to fear except fear and that useless fear and worry will do more harm than all the other things put together—not only in the home but also in the schools, where the child gets his second model in the teacher from whom he takes his cue.

MR. PRESCOTT: The schools are important as places where children learn the facts about war; where they meet the companions with whom they play at war games; where, in addition to feeling anger or hatred, they also see, in a rational way, the tasks that the world faces. And at school they are associating continually with teachers.

MISS ELIOT: Isn't it important, too, that there should be a certain uniformity in the ideas that are given to children in school and those that they get at home? Isn't there some real difficulty in this problem of loyalty divided between the school and the home?

MR. PRESCOTT: That's an extremely vital point.

MISS ELIOT: I was interested in that, because I think that it is unfortunate when a child learns one thing at school about what sugar rationing means and then goes home and finds that his family is hoarding sugar.

MR. SMITH: I don't want you to forget that story about your nephew.

MISS ELIOT: That was interesting to me. The other day my sister told me she was in their post office, and, quite unbeknownst to her, her eight-year-old child was there also. He was buying a stamp at the post-office window. He had produced fifty cents and bought one twenty-five-cent Saving Stamp and had received back a quarter. He turned and went to the doorway of the post office, with the quarter in one hand and the stamp in the other. He stood there a moment and then went back to the window, handed in his quarter, bought a second stamp, and started out the door, at which point his mother joined him and said, "Well, Kit, you decided to buy two stamps, didn't you? That's good." And the child said, "Yes, I thought that it was better that I should buy two stamps."

MR. SMITH: That's a fine example of harmony between the home and the school. But, even with all the harmony, I'm afraid that if we load the teachers with a few more things we're going to have them so tired that they will be easily worried and communicate their fears to the children.

MR. PRESCOTT: Teachers really are carrying a terrific load at this time. They are taking part in all sorts of defense training courses. They are helping to register people for rationing and for war service, and they just are carrying such a load that I'm afraid they will develop anxieties and fatigue that will make them emotionally tense.

MR. SMITH: Despite all the things that we have said, I'm glad that we're going to include Prescott's article on this subject in the transcript.

MISS ELIOT: I'd like to point out, too, that the Children's Bureau has just published a pamphlet called *To Parents in Wartime.*

MR. PRESCOTT: I'd like to add that some of the universities are taking this matter very seriously, too, and providing for summer courses, as at Vassar, for training workers in this field.

MR. SMITH: We must not neglect our responsibility toward children, in order that, through participating themselves, they may play their part through the war in the world that lies ahead.

If we can continue these aids to children (for their bodies by solving the medical problems in this crisis; for their minds by keeping worry from them—not by holding facts from them but by not worrying ourselves), one day we shall live to see them, in a future which they shall make, say to their children:

Come up here, O dusty feet;
Here is fairy bread to eat;
Here in my retiring room,
Children, you may dine
On the golden smell of bloom
And the shade of pine;
And when you have eaten well
Fair stories hear and tell.[4]

Childhood for every child, and fairy stories for children in the world ahead.

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[4] *From a children's poem by Robert Louis Stevenson.*

SUGGESTED READINGS

BELL, B. I., "Talking to Children about the War," *Commonweal*, April 10, 1942.

"Children's Charter Drafted," *Journal of Home Economics*, May, 1942.

"Children's Charter in Wartime: Report Adopted by the United States Children's Bureau Commission on Children in Wartime," *Survey*, April, 1942.

ELIOT, MARTHA M., "Women and Children in Wartime," *Survey Graphic*, March, 1942. *As an official United States observer in Britain Dr. Eliot writes with authority on this subject.*

"Feeding of School Children," *Monthly Labor Review*, April, 1942.

GLUECK, E. T., "Juvenile Delinquency in Wartime," *Survey*, March, 1942.

KENYON, J. H., "How To Feed Your Children in Wartime," *Good Housekeeping*, May, 1942.

LENROOT, K. F., "Our Children in Wartime," *American City*, February, 1942. *The director of the Children's Bureau of the United States Department of Labor states her views on this topic.*

MEAD, MARGARET, "War Need Not Mar Our Children," *New York Times Magazine*, February 15, 1942. *Argues that calm conduct by adults will protect the children from the wartime stresses and strains.*

MELLON, E. F., "When Mother Goes Out," *Parents' Magazine*, March, 1942. *The effect on the children of a mother entering industry.*

QUESTIONS FOR ANALYSIS AND DISCUSSION

The following questions of wider scope, intended for discussion, are suggested by the broadcast, and answers may be found in the literature on the subject listed in the section "Suggested Readings," found on page 13.

*

1. Do you regard children as participants in the war? In what sense do you think this is true? Discuss.
2. What effects did the last war have on children? In what ways may a war adversely affect a child's personality? Discuss cases of children that you know.
3. Do you regard it as inevitable that the negative and insecure experiences of wartime living permanently affect the character of children?
4. How should parents and teachers interpret the war to children? How can the insecurities and fears of parents be kept from children? Discuss.
5. How do we mobilize the enthusiasm and national loyalty of children? What wartime activities can be regarded as constructive and appropriate for children? What precautions should be noted in setting up programs for wartime participation by children?
6. What suggestions would you make for training children in democracy in your community? What examples do you know of effective democratic training of children? Discuss.
7. What responsibility do the community and the government have for the welfare of children? What should be done to better the quality and increase the quantity of public health services?
8. What specific things do you think can be done now to educate children for the peace to come?

HOW TO ADJUST YOUR CHILDREN TO WARTIME*

DANIEL A. PRESCOTT

Introduction

This article presents an analysis of threats to the emotional stability of children and youth in the United States during the current war. It discusses educational policy and suggests educational practices to meet these threats. The article is intended to suggest guide lines for the intelligent adaptation of school practices to wartime needs. It is not considered to present an authoritative program.

A study of available literature about the impact of war upon British children and schools and discussion with a number of educational leaders in various sections of the United States form the basis for the conclusions expressed. No pretense is made that the investigation has been exhaustive or that conditions may not change to give rise to new threats. More extensive adaptations than are suggested may become necessary; this article deals with imminent threats and with first steps in countering them.

Four classes of threats to the emotional stability of children will be described. They will be presented in the ascending order of their importance, the least extensive and potent category being described first.

Stirring Events

The most obvious and yet the least powerful threat to children's emotional stability is the experience of emotion-arousing events. Strong fear, violent hate, and persisting anxiety will be caused in some children by the things that happen to them. Some of the happenings and experiences that may stir these strong emotions in children and youth are: having a brother or father depart for military service; seeing published pictures of masses of dead people, of battle action or devastation; hearing vivid radio descriptions or dramatizations of battle scenes, bombings, torpedoings and rescues at sea, plagues and starvation in occupied territory; seeing motion pictures of the same, hearing vivid stories from other children of the same; having a father or brother reported as wounded, dead, or captured; practicing air-raid drills; experiencing actual bombing or shelling; being evacuated from military danger areas; seeing war casualties; imagin-

* *Published in the "Handbook of the Elementary Principals Association of California," March, 1942, under the title, "Maintaining the Emotional Stability of Children during Wartime."*

ing self involved in critical situations; being in a group where some persons are hysterical; reading accounts of atrocities, famine, plague, defeat, and speculations about probable enemy action.

These possible and probable experiences of children are not listed in any particular order because individuals will vary so widely in their responses to each of them. But any one of them may cause strong emotion in a particular child, depending upon his family relationships, earlier experiences, his general outlook on the war, and upon the behavior of other persons in his presence. Evidence from England shows that most children bear up very well under all of these experiences, show no more than a normal amount of fear or anxiety, and quickly recover their poise. Only those children who have given earlier evidence of maladjustment, or who have been overprotected or overdependent, react with excessive and damaging emotions. There is conflicting evidence as to whether children of different ages are affected differently, but it appears that adolescents are stimulated to seek more activity than is usual and that some children show the effects of traumatic events only after some lapse of time. At any rate, the British experience is that nine out of ten children behave extremely well under very disturbing circumstances.

It follows that parents and school people should expect our own children to be relatively well poised, earnest, and useful during the war. The expectancies that adults show toward children go a long way in evoking the behavior anticipated and it is reassuring to know on good evidence that children safely can be taken as allies and helpers in maintaining good school and community morale.

Jittery Adults

A second and greater threat to the emotional stability of children lies in association with jittery and anxious adults. Most children identify themselves emotionally with one or two adults whom they especially love or admire. These objects of emotional identification most often are parents, relatives, or teachers, and children readily adopt as their own the ideals, attitudes, and behavior that these persons show. Other conspicuous adults such as the parents of playmates, teachers, nurses, and ministers also are looked to by children as sources of information and as guides to behavior appropriate to unusual situations. If these adults are jittery, fearful, charged with hate, carrying heavy loads of anxiety or dominated by moods of defeatism and futility, these attitudes and emotions are communicated rapidly to the children to whom they are important. Emotional contagion of this sort can spread quickly through a family, a classroom, or a whole school. Children know that adults understand many things

confusing to children and they habitually meet the demand to accept adults' interpretations of realities. Consequently they are strongly inclined, by emotional attachment, by earlier experience, and by training, to take as their own the attitudes and emotional reactions of these important adults.

The influence of unstable and anxious adults leads to the following unwholesome reactions in children associated with them: hysterical or exaggerated emotional responses to traumatic experiences; the frequent reliving of emotion-producing events; the persistence of worry, fear, or hate through long enough periods of time to impair health and warp the child's view of reality; confusion as to what to believe; the acceptance of attitudes out of harmony with those generally accepted in the community; and a general overarching expectancy that the future will be dangerous, insecure, and unhappy. All of these reactions in children obviously are unfavorable to emotional poise, predisposing to social difficulties, and favorable to personality disintegration and physical ill health. It goes without saying that schools must seek to neutralize such influences from parents and other adults in the community and to guarantee that no school person shall influence children in such unwholesome ways.

Lack of Understanding

A third threat to the emotional stability of children is found among the following: lack of a clear-cut understanding of the reasons for the war; absence of an appreciation of the relationship of war issues to the individual, his family and community; absence of direct motivation in connection with the war effort; lack of the sense of concrete and significant roles that mark children as important participants in the great national effort. The psychological explanation of why children and young people need to understand the war and to feel that they have a significant role in it runs somewhat as follows: War is inevitably accompanied by many emotion-producing occurrences and deprivations. Emotion results in the release of a great deal of extra energy in a person. If the individual does not understand the reasons why these unpleasant happenings and deprivations occur he is likely to use this energy in resistance to and aggression against authority. In England, for example, juvenile delinquency increased greatly after bombing began and children were evacuated from their homes. But if children and young persons are challenged by having important things to do, this extra energy can be channelled into useful activities.

The following additional reasons may be given to show why adults as well as children and youth need to understand war issues clearly and to

feel that, as individuals, they are significant factors in the war effort: (1) persons can endure danger, suffering, and privation with fortitude if they understand that there are important reasons for doing so; (2) the emotions of fear, anxiety, and hate will not damage health if there is concrete action to be taken to help remove the causes of these emotions; (3) a strong, positive, pleasant, healthful, tonus-giving mood is created by the awareness of being a significant member of a group of persons engaged in a highly important enterprise; (4) in contrast, a very undesirable mood of self-depreciation and uselessness is created by living among persons doing important work, if one cannot participate but must sit on the side lines and keep out of the way; (5) unless the issues are clear, involve the person, and are the basis for positive action, the person is frustrated, annoyed, and disagreeable in the face of privations, limitations of action, danger, and inconvenience.

Morale is directly related to the number of people who are fussing, complaining, trying to find ways around rules, creating disorder, and requiring surveillance and discipline. Children, and especially youth, can be important factors in lowering the national morale unless they are given significant roles to play. They have a remarkable gift for slang and satire, and, if they remain confused as to what the war is about, they can be exploited as carriers of unwholesome propaganda from special interest groups and enemy agents. In contrast, children and youth can be of direct aid to the war effort by aiding in financing the war, by the conservation of materials and power, by maintaining health and avoiding accidents, by doing limited but essential work in agriculture and industry, by preparing to fill places later in the armed forces and in industry, and by maintaining and developing democratic procedures for meeting school and community problems. The war really offers a remarkable opportunity for developing and practicing good citizenship. Furthermore, present children and youth will have major responsibilities as citizens in the post-war world, and their values, attitudes, understanding of issues, and emotional poise will have great influence in determining whether we win the peace as well as the war.

Disorganization of the Home

The fourth and most important threat to the emotional stability of children and youth lies in the disorganization of family life caused by war factors. The coming two years will be especially critical ones. Some two to four million more men will be inducted into military service and thus will be removed from their families. From nine to twelve million more persons will be inducted into war industries. A considerable proportion of them will have to change their place of residence, to live in trailers, overcrowded tenements, or inadequate temporary housing.

This means either leaving the family or uprooting it. From two to four million women must enter war industry. A large proportion of these must be married women and this entails delegating the care of their children to others or leaving them unattended. Professional men and technical experts in great numbers must spend long periods of time in Washington or travelling about from one military or industrial area to another. Prices and rents will rise and families with small incomes will suffer a significant lowering of their standard of living, of medical and dental services, and of recreational activities. Many small businesses will fail during the coming two years and many persons will be temporarily unemployed during plant conversions, entailing financial losses, anxiety, and privation. These are only a few of the factors that will lead to the disorganization of family life during wartime.

The constellation of factors inducing family disorganization will alter markedly the emotional climate in which millions of children live. For example, the extended absence of key persons from so many homes will mean a great loss of the security that comes to children through the daily experience of love and parental care. Again, moving to new communities means breaking old friendships and having to fit into new play and school groups. In many industrial communities the health, social, recreational, educational, and religious resources are likely to prove inadequate to care for the influx of new children, and many difficulties may go unnoticed and unremedied. Broken homes, neglect of children, low-grade amusements, and adult vice already are reported from some of these centers. Doubtless juvenile delinquency will increase under these circumstances. Government aid should be greatly increased to meet and alleviate these problems, but, unfortunately, the present trend seems to be in the opposite direction. It follows that the schools will have to deal with millions of children and youth whose basic security in the family has been undermined or even removed. A great deal of planning and effort must be used to help these children grow up to be the healthy, adjusted citizens that the country will need to replace its war losses.

It is extremely important that our schools should mobilize to protect children and youth from the threats to emotional stability described above. Certain general measures should be taken everywhere and special measures designed to counter particular local crises or problems should be planned in each community.

Teachers Must Be Watchful

The first general measure is to enlist all teachers as observers and spotters. Teachers must be sensitized to see and hear symptoms of emotional

tension, fear, anxiety, hate, insecurity, confusion, and uprootedness, as these are shown by children and youth. These symptoms are many. Only experience will demonstrate which symptoms can be ignored as trivial in a particular child and which ones must be taken seriously as indicators of real upset. Teachers will need help and guidance in making their interpretations and must check their first judgments by getting the fundamental facts about the lives of the children they have observed. This will involve establishing a friendly relationship with each child and his family and more time spent in home visits and in informal conversation with children. It means that teachers must be encouraged to see children's lives and problems through the eyes of the children themselves.

Among the symptoms that may indicate a significant emotional disturbance the following are listed: digestive disorders such as vomiting or continued lack of appetite; restlessness; sudden flushing or pallor; being unable to keep attention centered on interesting activities; outbursts of crying or anger without apparent adequate cause; impudence; daydreaming; truancy; withdrawing from normal group activities; fantasy lying; decrease of activity below that usual to the individual; stealing things that are not particularly needed; clinging closely to the teacher or to some other child; being destructive; decrease of spontaneous laughter, horseplay, and joshing; seeking more than usual evidence of affection from parent or teacher; repeated turning of conversation or discussion to a particular topic accompanied by apparent excitement; excessive bragging about self, family, or nation; subdued, overserious approach to tasks; excessive seeking to get or hold the attention of the group; expression of marked fear in the absence of real danger; cruelty to animals or other children. The list could be extended considerably.

Perhaps some time and trouble can be saved by listing a few patterns of behavior that need not concern teachers very much because they are merely children's ways of working at the problems that face them. Normal behavior of children in wartime probably includes the following: extensive playing of war games, including mimic fighting, shooting, bombing, killing, and talking tough to make-believe enemy individuals; persistent reading, questions, and conversations about how military equipment works, how warfare is conducted, what happens to soldiers and civilians in battle and bombed areas; the expression of very horrible and bloodthirsty desires toward the enemy; moderate bragging about self, family, and nation; a moderate amount of fantasy dreaming and talk; seeking occasional exciting and even dangerous experiences; personal identification with war heroes, including wearing symbols of this identification, using language or gestures or treasuring mementoes symbolic of this iden-

tification; making relatively crude jokes about matters involving horror, death, suffering, and sacrifice; wanting to hear radio dramatizations and see pictures and motion pictures portraying the details of war as a human experience; making dramatic and even excessive gestures of patriotism; being greatly attracted to or imitative of men in uniform. All of this behavior is to be expected and should be tolerated. Most of it shows a desire on the part of children to understand the realities of the contemporary world and to identify themselves with the national effort.

Recognition of Special Cases

The second general measure to be taken by schools is to give special help to the children whom teachers discover to be under emotional strain. Even in peace times there are not enough psychiatrists, psychiatric social workers, and psychologists available to schools to care for the emotional disturbances that occur in children and youth. It is sure that the added threats to emotional stability in wartime will not be met by increased provision for service from technically-trained personnel. A common-sense attack on these problems, therefore, must be undertaken, utilizing the best teachers and counselors available. All teachers must be sensitized to the symptoms of emotional disturbance and must take it as part of their work to note children showing these symptoms. If a considerable constellation of these symptoms occurs in the same individual, or if a single symptom shows marked intensity or persists through some time, then the teacher should report to the person responsible for handling children's problems that this child needs help. This person should designate a particular counselor, helping teacher, or other staff person who has had some special training in understanding and dealing with emotional problems. A conference, or a series of conferences, with the child is indicated. In these conferences the counselor will endeavor to discover what is troubling the child and to work out with the child a plan of action for alleviating the difficulty. In many cases home visits for establishing a friendly relationship with parents will be needed, and often some joint plan of action involving both the school and the home will be necessary. In other cases, where the home cannot function effectively, the help of such community agencies as boy and girl scout units, church clubs, playground directors, community centers, health clinics, visiting nurses or social workers should be sought. In most cases such elaborate and time-consuming activities will be unnecessary. It is amazing what can be accomplished by simple friendliness, listening sympathetically to a child's story, giving realistic reassurance, and helping the child see things that he can do to help himself. The important thing is to see that each child receives sympathetic individual at-

tention promptly, before his emotional disturbance is aggravated by behavior that draws blame and punishment at school or home. If an adequate number of counselors is not available, a group of teachers should be urged to seek special training during the coming summer.

Discuss the War

The third general measure to be taken is to give all children a chance to learn the real facts about war and to relieve the tensions that must develop. War should not be discussed all day long in all classes, but regularly recurring opportunities should be given for children to tell what they think is true, to exchange information and experiences, to explore further the realities that they do not understand. Such free discussion periods have two purposes: they enable children to get the facts straight and they relieve much tension by permitting children to give expression to their fears and anxieties at a time and place where they feel secure as members of a group and in friendly relationship with a wise and sympathetic adult. It goes without saying that uninformed or jittery teachers must not be permitted to conduct these discussions.

There seems to be no reason for suppressing war play, crude jokes, moderate bragging, and some exciting experiences, because these are effective and needed means of catharsis, of working off tensions. Nor is there good reason for preventing children from learning all they can about war as a human experience, through reading, radio, and motion pictures. It is only by learning about these contemporary realities that children and youth can get the feeling of being real people in the real world. Furthermore, a knowledge of these horrible realities will stand them in good stead later when they in turn will be entering service or playing a role in building a more durable peace. During wartime there may be some relaxing of moral standards and considerable expression of cruelty and hate toward members of other races or cultures within our own population. When children show these tendencies we must be careful not to intensify them by heaping blame and punishment on the children involved. Rather we must seize these opportunities for sympathetic discussions and conferences about the role of values and strong ethical codes in the life of individuals and nations. War provides many opportunities for functional character education in connection with real situations. Finally, it must be recognized that war tensions require relief by extensive and appropriate recreation. Emotional strain can be decreased and morale greatly heightened by sponsoring many group activities among children and youth, including intra-mural sports, group singing and games, hobby clubs, shop and studio clubs for adults and children together, folk and social dancing, picnics and

rambles, and dozens of other activities that are inexpensive, healthful, tension-relieving, and that give a sense of social solidarity.

Encourage Participation in War Effort

A fourth general measure is to assist all children to find and to play significant useful roles in the war effort. The pupils of each school, with the help of teachers and administrators, should work out their own Victory Program. Doubtless most programs will include the following: the organization of air raid drills and precautions; learning first aid; buying defense stamps and bonds; avoidance of waste of materials and power at school and at home; the collection of paper, rags, metal, and other scrap; the making of model airplanes and numerous other gadgets of use in training military or home defense personnel; a health and safety campaign; operating day nurseries and kindergartens for children of defense workers by high-school students; supervising the after-school play of younger children; planning and giving radio and community programs designed to deepen patriotic impulses. The imagination and ingenuity of children and teachers will discover dozens of other useful things to do if they are really encouraged. The important thing is for children to have a hand in planning as well as in carrying out all of these activities in order to deepen their sense of personal role in the war effort.

Reports of conversations among children say that children everywhere are expressing regret that they are not grown up and the desire to grow up quickly in order to serve in the armed forces or in industry. "I've already waited such a long time," one ten-year-old said. It will give them a great lift of spirit to feel that they are being very useful right now. On the other hand, school people must be very careful about the kinds of motivation and rewards that are presented and the kinds of demands made. Universal participation is desirable, but not in all activities. Children without money must not lose self-respect because they are able to buy few defense stamps—their role may be to collect scrap and assist on safety drives. Any patterns of competition or rivalry must be scrutinized carefully to insure against giving some individuals and groups a sense of failure—participation and effort rather than contributing the "most" should be praised. Also school people must not focus on phony goals such as telling children that they must help in the war effort by not whispering in class or by getting extra fine marks in school subjects unrelated to the war. Sincerity and truth in guiding children's efforts to help out are absolutely essential and the practical working out of a sound program is worth a great deal of time, thought, and organizational activity on the part of school personnel.

Give Perspective on War and the Future

A fifth general measure is to help children and youth understand war issues, see clearly what we are fighting for, why we had to fight, and how we hope to join with other nations in practical action to create a better world and a desirable peace once the victory is won. Of course it is not possible to impart to all our children and youth an understanding of the complex international relationships and interactions of the last half-century and longer. But it is possible for them to understand a series of extremely important facts and principles that underlie the present world conflict. Without suggesting that the following is precisely the series of concepts that should be taught, a simple formulation is presented below, to indicate that fundamental issues can be stated simply, so simply that they can be understood by children well down in the elementary school. These ideas would be oversimplified if used as a basis for state department decisions or for a graduate course in international relations, but some such sequence of ideas can help knit together the thinking of children and youth. They offer a sound basis for a motivation that can persist through the war and into the peace.

From their own experiences at school, children can understand that people have to live by rules based on concern for everybody's welfare and on fairness in settling disputes between individuals. They know that our municipal, state, and national governments make these laws, change them when conditions change, and enforce them continuously through police and courts. They can see that the development and application of science and invention has made the whole world an interdependent community by improving transportation and communication and increasing the variety of products that everybody has grown accustomed to using. They know that no nation has all the raw materials it needs and that some do best at agriculture and others at industrial work. While they will doubtless think it crazy, they can understand that there is no universally accepted code of international law, and no authoritative agency for making and changing international law as conditions and needs change. Nor are there courts backed by military forces to coerce unwilling nations into settling their disputes peaceably and to enforce legal decisions. In other words, the world is in a state of international anarchy. Children can realize that war is inevitable under these conditions, for force ultimately rules. Children will agree that we must look forward to establishing world order based upon laws that all have participated in framing, where disputes are judged in courts and decisions are enforced by international military forces.

The Axis nations also are seeking to establish a world order, but the world order which they envision is based on the exploitation of all the resources and populations of the earth for the benefit of a small group of "superior" nations. They plan that a small group of people heading the governments of these "superior" nations shall make the decisions about how everybody is to live, act, and think. This is just the opposite of the American way, for we believe that everybody should have some voice in all decisions affecting their welfare. We cannot tolerate the idea that a few Germans and Japanese should dictate how we must act and what we must think. There is another important difference between the aims of Axis governments and of our own. The totalitarian governments pretend that the individual human being has no essential rights, not even to life itself. They hold that a person must accept whatever pattern of life, whatever fate, will best promote the power and destiny of his government, will keep it one of the two or three ruling nations of the earth. In contrast, our government guarantees certain rights to every person and holds that nothing can take away these rights. Among them are the rights of freedom to choose his religion for himself, to speak what he believes is true, to meet with other people to discuss problems, to print and read differing points of view about issues, to be tried before a jury of his peers if he is accused of wrongdoing, to help choose the people who are to run our various governments, to vote on some of the laws proposed—and in many other ways to have a part in determining our destiny and that of our country. The totalitarian governments have taken every one of these rights away from a large proportion of the populations of their own countries and from virtually everybody in conquered countries.

The children will want to know why the Axis governments have adopted their warped views of life and government and how they became so strong. There is more to this topic than can be taught successfully in elementary and secondary schools, but certain fundamentals can be communicated. Children can understand that, after the first World War, it was difficult for the Germans, Japanese, and Italians to secure the standards of living and the international roles to which they felt themselves entitled. As time passed this led large groups of people to vote into power political parties that stood for fanatical and aggressive nationalism. Children already know the names of the dictators that ultimately seized the governments of these countries, and they know that these dictators and ruling cliques used force, murder, and persecution to coerce large segments of the populations of their own countries to accept their policies. Children can see how these dictator governments formed a sort of international gangster group that attacked and conquered weak nations and black-

mailed strong nations through fear of a war with the formidable military machines that were created.

Our children know that the United States is only one of a long series of countries attacked by this gangster group and they can see that we are fighting to escape virtual enslavement as well as for the chance to create a better world. They know that considerable portions of the populations of Germany, Italy, and Japan are opposed to the policies and horrified at the doings of their governments, but they can realize that we must use all possible means to defeat the military forces of the Axis, even though it brings terrible suffering to millions of innocent victims. They will agree that any amount of sacrifice is better than to permit liberty, justice, and human rights to be extinguished from the earth for a thousand years, as Hitler promises will be done if he wins.

Nothing is more important than helping children and youth to get these fundamental ideas straight. No education is more significant than building strong attitudes in support of the values underlying the democratic American way of life. It must be done by reading and discussion, by song and story, by poster, picture and drama, and, most of all, by the conscious application of these values in everyday living.

The psychological study of how attitudes are formed shows that they have three fundamental bases. Attitudes may be formed by the steady accumulation of experience, which gradually clarifies the child's ideas as to what matters. Attitudes may be formed quickly through experiences that cause strong emotions—one believes things readily and strongly when the effects are dramatic and stirring. Many attitudes, however, are adopted ready-made, directly from other people, especially from adults who are greatly admired or who enjoy high prestige, and from members of one's own clique or group. And in this connection it must be remembered that people's actions often communicate more effectively than the things they say.

Maintain Leadership Morale

A sixth general measure involves administrative concern and action to maintain the morale of the teaching staff under war conditions. Teachers are also human even though they usually show extraordinary devotion to duty. Even in peace times demands on their time and strength for extra services are very heavy. In wartime a myriad of local and national agencies, both governmental and private, will look upon teachers as potential leaders, organizers, and executors of the widest variety of useful activities. Teachers are anxious to serve, too, but there is a limit of expenditure of time and energy which they should not exceed if they are to maintain

wholesome classroom morale, be sensitive to children's emotional upsets, study their children as individuals, visit homes, keep informed on the progress of the war, and still do effective teaching. Administrators should act as filters through which demands for teachers' time and effort should pass, or should appoint a faculty committee to perform this function. Only the most important service needs should be permitted to draw upon teachers, and administrators should encourage individual teachers to select only a limited number of activities from among these demands. The administrator should supervise a division of labor among his staff and be particularly zealous in his efforts to keep the teachers who work best with children from becoming involved in a host of other activities.

Teachers are not immune from emotional tensions arising from war conditions. They, too, should live and work in an atmosphere of friendliness free from hectic excitement and competitive pressures. The administrator's door should open easily to teachers with problems, and they should be encouraged to talk their emotions out without being made to feel guilty because they have a problem. Supervisors can help greatly in this, too. Many teachers report that their mistakes are pointed out to them, but that they seldom or never receive commendation for effective work. Doubtless it is wholesome for members of the profession to draw their satisfactions from an inner knowledge of how children are developing under their guidance, but a few judicious words of praise now and then also are in order when conditions are trying. Many teachers are likely to be tempted to leave the profession, especially from rural communities and small towns. War industry and services are calling them—good school morale will make these calls less tempting. Where substitutes and persons with temporary certificates have to be employed they should receive as much practical help as is possible in order to keep up morale as well as to guarantee good teaching to the children.

A few administrators always have felt that their status justified them in making all the decisions, and that satisfactory prestige depended upon giving orders and insisting upon unquestioning and instant obedience from teachers. This is hardly consonant with the principles for which we are fighting and invariably is detrimental to morale. Teachers should participate in policy making, and their counsel should be sought in many matters of routine. This does not necessarily imply that all sorts of things should be discussed *ad nauseam* in faculty meetings and finally put to a vote. It does mean that representatives chosen by the teachers should take part, including voting, in determining important matters of policy. It does imply that the reasons for decisions should be explained to faculties, questions and suggestions should be invited and taken seriously, and

that individual teachers should often be consulted about their desires and convenience before specific assignments are made to them. It means that when extra duties are accepted by teachers every effort should be made to facilitate the regular work as well as the special duties of these teachers. It is surprising how small evidences of consideration move teachers to redouble their efforts and cut down carping.

The School and the Community

A seventh general measure employs the resources of education in the interest of community morale, particularly to offset family disorganization. Two kinds of activity seem to offer most promise. The first of these is extensive home visits to establish a friendly relationship with parents based upon a sincere desire to understand their children better and to work out ways of serving the development of these children more effectively. The second is the use of the school buildings as community centers. Enough already has been accomplished in this direction to indicate that it is most useful. Recreational programs such as games and folk dancing afford fun for young and old under wholesome conditions. Hobby clubs and open studios and shops permit parents to try out and develop latent interests and to work off many tensions. Community forums help clarify war issues and supply sounding-boards for wholesome criticism of the conduct of the war. Community singing and musical clubs and programs create wholesome moods and increase the sense of social solidarity. All that is needed for these activities is the assent of educators and good leadership. This leadership often can be found in the community; all of it need not come from the school. In fact, such programs should be run by committees made up of both educational and community leaders.

Much more might have been written on each of the topics discussed, but this article is only a first analysis. It is designed to be suggestive, not authoritative. There is plenty of ingenuity in the educational profession to go far ahead of anything suggested here in helping children to absorb the impact of the war without losing their emotional stability. The author will appreciate communications describing steps taken in particular schools and the difficulties and successes met.

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